

The Pennington Centre

Reach - Out Support Empower



Welcome

Vision

The Pennington Centre is a place where children and young people, whatever their circumstances or background, receive an exceptional education and unwavering care so that they can overcome barriers and reach their full potential.

Mission Statement

Creating Opportunities to Grow

Values

- our learners can always **Reach-Out** and ask for help
 - our learners are always offered **Support**
- our learners are **Empowered** to be successful as independent lifelong learners

Message from the Head of Centre

Dear applicant

I am delighted to share this amazing opportunity at the Pennington Centre, as we seek to recruit another talented and aspirational professional to join our team.

We are an inclusive alternative provision serving predominately, but not exclusively, young people with challenging behaviours in the Northwest of Leeds. Learners follow the compulsory elements of the national curriculum, with a strong emphasis placed on therapeutic interventions alongside this.

Our provision aims to meet the needs of all our learners through a multi-agency approach that puts the learner at the heart of everything we do. This is achieved by understanding the reasons for removal from school/exclusion, looking at historical data and providing viable alternatives to mainstream education that help raise aspiration and foster positive outcomes for them. Traditionally, some learners may have an EHCP, or schools are requesting support to determine whether an EHCP is the appropriate pathway. Where this is of concern, we may offer an initial assessment place, with an exit to a more specialised provision if necessary.

We work extremely hard to develop trusting, positive and respectful relationships with all our students, parents / carers. We value and seek to understand each child's background and experience, so that we can develop the whole child holistically. We endeavour to support our young people to successfully transition and re-engage back into a mainstream education long term.

So, now it's over to you. Do you want to:

- Transform students' lives
- Raise student aspirations, morale and motivation levels
- Establish strong and lasting relationships with students, parent/carers and agencies
- Celebrate achievement - no matter how small
- Improve attendance and punctuality at school
- "Close the gap" in attainment between socially disadvantaged learners and their peers
- Support young people to transition back into mainstream education, or into employment, and lifelong learning?

If you do, then we would be delighted to hear from you.

Should you require any further information or wish to book a visit to the site please contact our office to arrange it on 0113 8275330.

Yours sincerely

Mrs Gemma Edwards

Head of Centre

Job Description

Teaching Assistant

Accountable to:	Head of Centre	Line Managing:	N/A
Post type:	Permanent	Salary/Grade:	B3 (term time only + 5 days)
Liaising with:	Leadership Team, Teachers, Support/Administrative staff, Students, Parents/Carers		

Safer Recruitment Statement:

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Purpose of the role
<ul style="list-style-type: none">• Work towards and promote the vision, beliefs, aims and expectations outlined in the School Improvement Plan• Support and contribute to the achievement of every child's outcomes.• Support and contribute to the safeguarding of all students.• Undertake professional development activities to enhance personal development and performance.• To provide positive respectful relationship and behaviour management and social development of students.• Maintain high personal professional standards of attendance, punctuality, appearance, conduct and positive relations with students, parents and staff.

Duties and Responsibilities
For Pupils <ul style="list-style-type: none">• Use specialist curricular, learning, skills, training and experience to support pupils.• Assist with the development and implementation of Individual Education/ Behaviour/ Support/ Mentoring plans.• Establish productive working relationships with pupils, acting as a role model, and setting high expectations at all times.• Promote the inclusion and acceptance of all pupils within the classroom, whatever their needs• Support pupils consistently, whilst recognising and responding to their individual needs and necessary adaptations• Encourage pupils to interact and work co-operatively with others• Aiming to always engage all pupils in activities.• Promote independence and employ strategies to recognise and reward achievement of self-reliance and independent working• Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.• Provide pastoral support to pupils• Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable or reduced hours.• Attend to pupil's personal needs and provide advice to assist in their social, health, personal and hygiene development.

- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Support provision for pupils with SEMH needs.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils when needed.
- Provide information and advice to enable pupils to make choices about their own learning, behaviour and attendance where possible.
- Challenge and motivate pupils, promote and reinforce self-esteem and encourage the development of a 'growth mindset'.

Support for Teacher

- Work with the teacher to establish an appropriate learning environment for teaching and learning.
- Work with the teacher and other staff in lesson planning, evaluating and adjusting lessons and personalised work plans, as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of outcomes against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence for this.
- Be responsible for maintaining and updating records, information and data as agreed with the teacher; contributing to reviews of systems and records as requested and producing analysis and reports, as required.
- Undertake marking of pupils' work and accurately record achievement/ progress with teacher instruction.
- Promote and ensure health and safety, positive values, attitudes and good pupil behaviour - dealing promptly with conflict and incidents in line with an established restorative policy and encourage pupils to take responsibility for their own behaviour and learning.
- Liaise sensitively and effectively with parents/ carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/ meetings with parents, or as directed.
- Administer and support routine tests and invigilate exams/tests when necessary.
- Establish constructive relationships with parents/ carers, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Create and maintain a purposeful, orderly and productive working environment at all times.
- Ensure timely and accurate design, preparation and use of specialist equipment, resources and materials.
- Assist in the development of lessons and support plans, administration of coursework, work sheets etc with teacher direction.
- Contribute to planning, development and organisation of systems and procedures where needed.
- Support pupils' access to learning using appropriate strategies, resources and positive relationships
- Assist in the development and implementation of appropriate behaviour management strategies and monitoring of systems relating to attendance and integration.
- Provide general clerical and admin support e.g. dealing with correspondence, compilation, analysis, reporting on attendance, exclusions etc, making phone calls, administer coursework, produce worksheets for agreed activities.

Additional Duties

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Read any policies, or amendments to policies, when asked to do so in a timely manner.
- Attend and participate in regular meetings as directed.
- Supervise pupils on visits, trips and out of school activities as required.
- Given the dynamic nature of the role and structure of The Pennington Centre, it must be accepted that, as the School's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They

may change from time to time commensurate with the grading level of the post and following consultation with the postholder.

Person Specification

Attribute	Essential	Desirable	How identified
Qualifications and Experience	<ul style="list-style-type: none"> • Good numeracy/literacy skills • Participate in development and training opportunities 	<ul style="list-style-type: none"> • GCSE Maths and/or English grades D-G CSE level 2 • Completion of DfES Teacher Assistant Induction Programme 	<ul style="list-style-type: none"> • Application • Certificates
Knowledge and Skills	<ul style="list-style-type: none"> • Use basic technology, computer, photocopier. • Ability to relate well and build a positive rapport with children and adults. • Ability to work constructively as part of a team. • Working with or caring for children of relevant age. • Understanding classroom roles and responsibilities and your own position within these. 	<ul style="list-style-type: none"> • Appropriate knowledge of first aid. • To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. 	<ul style="list-style-type: none"> • Application • References • Interview and practical activities
Personal Qualities	<ul style="list-style-type: none"> • Enthusiastic, sensitive, flexible, hard working with a sense of humour and ability to remain calm. • High level skills of communication, time management and prioritisation • Ability to keep confidence. • Excellent interpersonal skills and organisational skills • Ability to support and challenge. • Ability to inspire, motivate and influence others. 	<ul style="list-style-type: none"> • Ability to ask for help if required. • Concern for the welfare of all members of the school community 	<ul style="list-style-type: none"> • Application • References • Interview and practical activities

The Selection Process

How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of Behaviour and Attendance Worker at the Pennington Centre then you should:

- Complete fully the enclosed application form including the section for a personal statement, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
- Submit your application form via email by Friday 3rd May 2024, no later than 12.00 noon on this date to gemma.edwards@nwaip.com

Timetable for the selection process

- Post advertised in LCC Website: Friday 19th April 2024
- Closing date for applications: Friday 3rd May 2024
- Short listing: Friday 3rd May 2024
- Invitation to interview by telephone: Upon shortlisting.
- Reference requested: Upon shortlisting.
- Selection day scheduled: Wednesday 8th May 2024